INFLUENCE OF SCHOOL HEADS' MANAGERIAL SKILLS AS TO SUPERVISORY, INTERPERSONAL, AND LEADERSHIP ON SCHOOL-BASED MANAGEMENT PRACTICES IN THE PHILIPPINES

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Abstract

This study investigated the influence of school heads' managerial skills—specifically supervisory, interpersonal, and leadership—on the implementation of School-Based Management (SBM) practices in the Philippines. Anchored in Glickman's Supervision Theory, Katz's Three-Skill Approach, and McClelland's Human Motivation Theory, the research employed an explanatory-sequential mixed-method design. Quantitative data were collected from 119 teachers through a structured survey and analyzed using non-parametric statistical tools, including the Spearman's rho, and regression analysis.

Findings revealed that while school heads demonstrated strong supervisory and interpersonal skills, leadership skills—particularly in areas of vision-setting and mentorship—had the most substantial impact on effective SBM implementation. The study highlighted the active role of community stakeholders in school governance, although additional capacity-building efforts were recommended. Interpersonal skills were found to significantly enhance leadership effectiveness, while supervisory skills influenced SBM outcomes independently.

The study concluded that leadership quality is a critical driver of successful SBM. It recommends targeted training programs to strengthen leadership and mentoring competencies, regular monitoring of curriculum alignment, and sustained community empowerment initiatives. The research further proposes a contextualized transformational leadership model to support SBM in the Philippine educational system, emphasizing trust, collaboration, and adaptability.

Keywords: School-Based Management, Supervisory Skills, Interpersonal Skills, Leadership, Transformational Leadership

Introduction:-
In the evolving field of educational leadership, the effectiveness of School-Based Management (SBM) relies heavily on the supervisory, interpersonal, and leadership skills of school heads. These managerial competencies are central to implementing decentralized educational strategies that respond to local community needs. In Tablas, Romblon, the growing demand for effective SBM practices highlights the importance of examining how these skills contribute to school governance, curriculum planning, and institutional performance.

Despite national reforms promoting SBM through participatory governance and accountability, many Philippine secondary schools—especially in Odiongan—struggle to move beyond minimal levels of SBM maturity. Challenges such as limited community integration and inconsistent

leadership practices persist, underscoring the need to strengthen school heads' leadership capabilities. Although supervisory skills are generally well demonstrated, mentoring future leaders and fostering collaboration remain weak points.

The study found that interpersonal skills, particularly in communication and collaboration, help build trust and participatory culture in schools. However, leadership perceptions varied by age, while curriculum planning views differed by gender, suggesting the need for more inclusive and responsive leadership strategies. This diversity in perception calls for age- and gender-sensitive leadership approaches tailored to the unique profiles of teaching personnel.

Another critical issue identified is the underdeveloped role of community stakeholders in SBM. Although participation is encouraged, many stakeholders lack the training to contribute meaningfully to school visioning and improvement planning. Additionally, while schools align their curriculum with national standards, efforts to localize instruction and monitor curriculum relevance remain limited.

This study aims to bridge the gap between theory and practice by examining how the interplay of supervisory, interpersonal, and leadership skills influences SBM implementation. Drawing from Glickman's, Katz's, and McClelland's theories, the research proposes leadership development programs, mentoring systems, and capacity-building initiatives. Ultimately, it supports the adoption of a transformational leadership model that fosters inclusivity, sustainability, and community engagement in school governance.

Objectives:

To address the challenges and deepen the understanding of school leadership in the context of School-Based Management, this study was conducted with the following objectives:
1. Describe the extent of the following skills demonstrated by the school heads:
        1.1 Supervisory Skills
        1.2 Interpersonal Skills
        1.3 Leadership Skills
2. Describe the SBM practices used by the secondary school heads in Odiongan North and South District.
3. Determine if there is any significant relationship between the managerial skills as to supervisory, interpersonal, and leadership and the School Based Management practices manifested by the school heads
4. Determine the influence of supervisory, interpersonal, and leadership skills on the school-based management practices.

Methods:

Research Design.
This study employed a **quantitative descriptive-correlational research design** to investigate the extent of school heads' supervisory, interpersonal, and leadership skills, and to examine their relationship with School-Based Management (SBM) practices in the Philippines.

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Descriptive statistics were used to determine the levels of managerial skills and SBM practices, while inferential statistical tools, such as Spearman's rho correlation and regression analysis, were used to determine the strength and significance of relationships among variables.

Research Method.

This study employed a quantitative research method to collect and analyze numerical data related to the supervisory, interpersonal, and leadership skills of secondary school heads, as well as their School-Based Management (SBM) practices. Data were gathered using a structured questionnaire consisting of validated items measuring the extent of managerial skills and SBM implementation. The participants included teachers from the Odiongan North and South Districts, through complete enumeration sampling. The collected data were analyzed using descriptive statistics to describe the levels of skills and SBM practices, and inferential statistics such as Spearman's rho correlation and multiple regression analysis to examine the relationships and predictive influence among the variables. This method provided a systematic and objective approach to understanding how managerial skills impact SBM effectiveness.

Sampling procedure.

The sampling method used was complete enumeration. Complete enumeration was applied to find the exact distribution of a test statistic in the analysis of categorical data, making the findings more reliable, especially for small samples. The study involved 119 secondary school teachers from the secondary schools in Odiongan North and South District namely: Libertad National High School, Gabawan National High School, Odiongan National High School, Mayha National High School, Anahao Integrated School, and Ferrol National High School. Out of complete enumeration, only 119 teachers answered the survey, resulting in a 68% response rate.
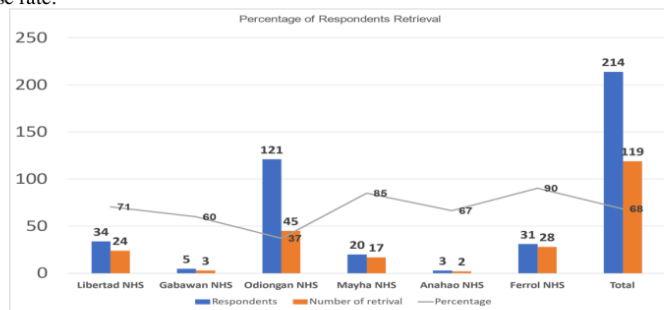

Figure 1. Percentage of Respondents Retrieval

Research Instrumentation.

The research instruments were developed by the researcher based on existing studies on the variables under study and were validated by six experts. The instrument was composed of four parts, each with sub-questions: supervisory skills, interpersonal skills, leadership skills, and SBM practices.

Data Analysis Techniques.

The data collected from the survey questionnaires were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including median, and standard deviation, were used to summarize and describe the extent of supervisory, interpersonal, and leadership skills demonstrated by the school heads, as well as the School-Based Management (SBM) practices implemented. To determine the relationships between managerial skills and SBM practices, Spearman's rho correlation analysis was conducted due to the non-parametric nature of the data. Furthermore, multiple regression analysis was performed to examine the influence of supervisory, interpersonal, and leadership skills on SBM practices. All statistical analyses were carried out using statistical software, and the significance level was set at 0.05.

Data Gathering Procedures.

To conduct the study, the researcher coordinated with the Schools Division Office (SDO) of Romblon. Afterwards, the researcher visited the research locales (all public secondary schools in Odiongan North and South District) and obtained permission from the school heads to conduct the study. The rationale of the study was explained to the target respondents, and ethical considerations were strictly observed.

The researcher then distributed the questionnaires to the respondents and provided clarifications as needed while they answered. After completion, the researcher retrieved all the questionnaires and encoded the responses into a table for statistical analysis by a statistician.

Statistical Treatment of Data.

The data gathered in this study were subjected to various statistical treatments to address the research objectives comprehensively. The median was utilized to determine the central tendency of responses concerning the three managerial variables: supervisory, interpersonal, and leadership skills. To assess the variability and consistency of the responses within each managerial skill, standard deviation was computed. The Spearman's rank correlation coefficient was employed to examine the strength and direction of relationships among the supervisory, interpersonal, and leadership `skills of the school heads. `Furthermore, regression analysis was conducted to estimate the predictive relationships between the managerial skills (independent variables) and SBM practices (dependent variable). All statistical tests were performed at a 0.05 level of significance using appropriate statistical software.

Results and Discussions:-

The researchers present the information, analysis, interpretation of the gathered data of the study.

Table 1.1. Descriptive Analysis of Supervisory Skills of the School heads

Statement on Supervisory Skills	Median	Std. Deviation	Interpretation
1. The school head effectively manages the allocation and distribution of resources among teachers based on their needs.	4.60	0.54	Strongly Agree
2. The school head encourages attendance at training and seminars for personal	4.69	0.50	Strongly Agree

growth and development.			
3. The school head ensures the alignment of all activities and learning experiences of students with the curriculum through regular monitoring.	4.36	0.69	Strongly Agree
4. The school head exemplifies a reward system that is fair and directly related to achieved performance.	4.74	0.49	Strongly Agree
5. The school head regularly monitors and evaluates teachers' performance.	4.72	0.47	Strongly Agree
Average Median	4.62	0.54	Strongly Agree

The descriptive analysis shows that school heads exhibit strong supervisory skills, with teachers highly appreciating fair reward systems, consistent performance monitoring, encouragement for professional development, and responsive resource management. These practices foster trust, motivation, and accountability, aligning with key leadership theories by Tschannen-Moran and Gareis (2019), Robinson et al. (2017), and Leithwood et al. (2019). Overall, teachers perceive supervision as effective and supportive, contributing to school morale and achievement, though there is a noted need to improve curriculum alignment monitoring to enhance instructional leadership and student outcomes, echoing Fullan's (2020) emphasis on curricular coherence.

Table 1.2. Descriptive Analysis of Interpersonal Skills of the School heads

Statement on Interpersonal Skills	Median	Std. Deviation	Interpretation
1. The school head **communicates** ideas and expectations effectively **to** my teachers.	4.64	.54	Strongly Agree
2. The school head **listens** to and understands the concerns of the teachers.	4.49	.68	Strongly Agree
3. The school head **adapts** communication style **to** different individuals and situations.	4.55	.62	Strongly Agree
4. The school head **seeks** and considers feedback from others to improve interpersonal relations.	4.51	.69	Strongly Agree
Average Median	4.55	.63	Strongly Agree

The descriptive analysis indicates that school heads are perceived by teachers as strong communicators who clearly convey ideas and expectations, reflecting effective interpersonal leadership aligned with Northouse (2021). Key interpersonal skills such as adapting communication to different contexts and seeking feedback highlight emotional intelligence and reflective leadership, as discussed by Goleman (2018) and Fullan (2020). Although listening to teacher concerns scored slightly lower, it still demonstrates strong agreement, supporting the importance of active listening for trust and collaboration (Hobson & Maxwell, 2021). Overall,

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teachers consistently view school heads as skilled in relationship-building, fostering trust, collaboration, and community engagement, though there remains room for improvement in deeper feedback processes, consistent with Anderson and Minke (2017). This leadership style emphasizes clear communication, empathy, and adaptability, which positively influence teacher morale and school effectiveness.

Table 1.3. Descriptive Characteristics of Leadership Skills of the School Heads

Statement on Leadership Skills	Median	Std. Deviation	Interpretation
1. The school head **inspires** teachers towards achieving goals.	4.66	0.53	Strongly Agree
2. The school head clearly **articulates** a vision of the school to all personnel.	4.67	0.51	Strongly Agree
3. The school head **demonstrates** confidence in all decisions and actions.	4.59	0.55	Strongly Agree
4. The school head **mentors** and develops future leaders among teachers.	4.53	0.58	Strongly Agree
Average Median	4.61	0.54	Strongly Agree

Table 1.3 shows that school heads are highly regarded for clearly articulating a compelling school vision (median = 4.67), which effectively aligns goals and fosters staff commitment, supporting transformational leadership qualities that motivate teachers (Northouse, 2021; Leithwood et al., 2020). Their confidence in decision-making (median = 4.59) builds trust and stability, contributing to positive teacher morale and performance. Although mentoring future leaders scored slightly lower (median = 4.53), it highlights an opportunity to strengthen leadership succession through structured support (Hobson & Maxwell, 2021). Overall, the consistent high ratings (average median = 4.61) reflect school heads' visionary and emotionally intelligent leadership, fostering a motivated, confident teaching staff aligned with institutional goals (Goleman, 2018; Fullan, 2020).

Table 2.1. Descriptive Analysis of SBM Practices in Governance by Secondary School Heads in the Philippines

Statement on SBM Practices in terms of Governance	Median	Sd	Interpretation
1. The mechanism empowers the community to lead in the development of the VMG, guided by community aspirations and thrusts.	4.50	0.63	Strongly Agree
2. Dialogues and consensus **are** always used in formulating school policies and regulations.	4.59	0.65	Strongly Agree
3. Participation of community stakeholders in school activities is spontaneous, voluntary, and collaborative.	4.59	0.61	Strongly Agree
4. The education plan (i.e., SIP) is prepared as an integral part of the Community Development	4.51	0.59	Strongly Agree

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Plan with the community as initiators and leaders.			
5. The school vision, direction, and aspirations **are** reviewed regularly to adjust and make them responsive to conditions and emerging needs.	4.52	0.61	Strongly Agree
Average Median	4.54	0.62	

Table 2.1 highlights the strong implementation of inclusive and participatory School-Based Management (SBM) governance practices in Tablas secondary schools, with high ratings on dialogue-based policy-making and active community stakeholder involvement (median = 4.59). The community's leadership in developing the school's Vision, Mission, and Goals (VMG) and integrating the School Improvement Plan (SIP) with local development efforts reflects responsiveness to local contexts and sustainability, aligning with key educational leadership theories (Anderson & Minke, 2017; Fullan, 2020). Regular review processes (median = 4.52) demonstrate adaptive leadership attuned to emerging needs (Leithwood et al., 2020). Overall, with a median of 4.54, findings suggest that school heads effectively foster trust, shared leadership, and community empowerment, although capacity-building is recommended to deepen community participation in governance, supporting Darling-Hammond et al.'s (2017) call for skill development in stakeholder engagement.

Table 2.2. Descriptive Analysis of SBM Practices in Curriculum Planning and Learning by Secondary School Heads in Tablas

Statement on SBM Practices in Curriculum Planning and Learning	Median	Std. Deviation	Interpretation
1. The curriculum is consistent with national standards, fully contextualized to local needs, and accepted by community stakeholders.	4.64	0.52	Strongly Agree
2. A community-accepted monitoring system of learning is in place, practiced regularly for collaborative decision-making by stakeholders.	4.54	0.58	Strongly Agree
3. School assessment processes are accepted by the community and practiced regularly for collaborative decision-making.	4.52	0.57	Strongly Agree
4. There are models and practices of developing good citizenship exemplified in the community, supported by the relationship between the community and the school/learning community.	4.53	0.61	Strongly Agree
5. Pedagogy, the context of learning used for learning, is locally and collaboratively developed, compliant with national standards, and	4.51	0.59	Strongly Agree
Average Median	4.55	0.57	Strongly Agree

Table 2.2 illustrates the strong implementation of School-Based Management (SBM) in

curriculum planning and learning within Tablas schools, emphasizing a well-balanced approach that aligns national standards with local cultural needs (median = 4.64). High ratings for community-engaged monitoring (median = 4.54) and collaborative assessments (median = 4.52) reflect active stakeholder participation, fostering shared responsibility and continuous improvement (Epstein, 2018; Anderson & Minke, 2017). The focus on citizenship education (median = 4.53) and locally developed pedagogy (median = 4.51), though slightly lower, highlights the integration of values and relevance in teaching, supported by Darling-Hammond et al. (2017). With an overall average median of 4.55, findings show school heads effectively lead inclusive and adaptive curriculum planning that combines policy compliance with community innovation, reinforcing Leithwood et al.'s (2020) view that shared decision-making enhances school performance and Goleman's (2018) emphasis on teacher empowerment for instructional quality.

Table 3: Spearman's Rank Correlation between Supervisory, Interpersonal, and Leadership Skills

Variable 1	Variable 2	Spearman's rho	Interpretation	Sig. (2-tailed)	Decision
Supervisory Skills	Interpersonal Skills	0.068	No Correlation	0.462^{ns}	Accept Ho
Supervisory Skills	Leadership Skills	0.206	Weak Correlation	0.025^{*}	Reject Ho
Interpersonal Skills	Leadership Skills	0.537	Moderation	0.000^{**}	Reject Ho

Legend:
Spearman's rho (|r|) | Interpretation
0.00 – 0.19 | Very weak or no correlation
0.20 – 0.39 | Weak correlation
0.40 – 0.59 | Moderate correlation
0.60 – 0.79 | Strong correlation
0.80 – 1.00 | Very strong correlation

The Spearman's rank correlation analysis reveals that supervisory and interpersonal skills among school heads are largely independent, with no significant correlation, indicating that effective task oversight does not necessarily align with strong relational abilities. Supervisory skills show a weak but significant positive relationship with leadership skills, suggesting that while supervision supports leadership to some extent, it is not sufficient alone for comprehensive leadership effectiveness. The strongest correlation exists between interpersonal and leadership skills, emphasizing that emotional intelligence and relationship-building are central to effective leadership. These results support the view that transformational leadership depends more on relational and motivational capacities than on administrative skills alone, highlighting the need for leadership development programs to balance technical supervisory training with enhanced relational competencies.

Table 4: The influence of supervisory, interpersonal, and leadership skills on the school-based management practices in terms of governance, and curriculum and learning.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			
(Constant)	-.244	.547		-.445	.657	
Leadership_skills2	.477	.112	.382	4.247	.000	Accept Ho
Supervisory_skills1	.252	.087	.215	2.908	.004	Accept Ho
Leadership_skills1	.294	.111	.244	2.657	.009	Accept Ho

a. Dependent Variable: SBM as to Govern

F stat = 26;
Sig of F = 0.000
R value = 0.644
R^2 value = 0.415

The regression analysis confirms that both leadership and supervisory skills significantly impact School-Based Management (SBM) governance, with leadership showing a moderate positive effect and supervisory skills contributing meaningfully to performance monitoring and standard maintenance. The model explains about 41.5% of the variance in governance practices, highlighting the critical role these skills play in fostering trust, accountability, and effective school governance. These findings support existing research emphasizing leadership as essential for school improvement and suggest that professional development and policy efforts should prioritize strengthening both leadership and supervisory competencies to enhance governance quality.

Finally, the suggested regression model equation for this study is:

SBMGovernance= −0.244 +0.477 × (Leadership_skills2) + 0.252 × (Supervisory_skills1) +0.294× (Leadership_skills1)

This regression model predicts the level of School-Based Management (SBM) governance based on leadership and supervisory skills, with the constant term representing baseline governance when these skills are absent. Leadership skills, shown by coefficients of 0.477 and 0.294, have a strong positive effect on governance, while supervisory skills (coefficient 0.252) also contribute positively but to a slightly lesser extent. The statistical significance of these coefficients and the model's R^2 of 0.415 confirm that leadership and supervisory skills explain a substantial portion of governance variation. This model offers practical guidance for educational leaders and policymakers by quantifying the impact of these skills, emphasizing the priority of leadership development for enhancing governance. It also supports informed resource allocation and professional growth decisions, helping schools monitor and improve governance practices to ultimately boost overall school performance and student outcomes.

Conclusions

The study concludes that the success of School-Based Management (SBM) is significantly influenced by the leadership and supervisory capabilities of school heads. Strong performance in resource management, stakeholder engagement, and communication reflects effective governance and operational efficiency. Leadership was most impactful when supported by interpersonal competencies, while supervisory functions operated independently. Despite strengths in motivation and vision-setting, mentorship and stakeholder capacity-building remain areas for improvement. Curriculum implementation was found to be contextually responsive and compliant with national standards. Overall, the findings support the transformational leadership model, emphasizing the importance of adaptable, visionary, and collaborative leaders in achieving sustainable school improvement.

Recommendations

Based on the findings and conclusions of the study, it is recommended to implement leadership development programs for young teachers and support continuous graduate education to foster professional growth. Leadership and curriculum strategies should be designed with sensitivity to age and gender to promote inclusive and equitable practices. While sustaining existing supervisory strengths, greater focus should be placed on enhancing curriculum alignment and monitoring systems. Inclusive governance must be promoted through targeted training for community members, particularly in the development of Vision, Mission, Goals (VMG), and School Improvement Plans (SIP). To improve leadership effectiveness, interpersonal skills training should be prioritized, especially in the areas of collaboration, relational dynamics, and reflective communication. Capacity-building should emphasize vision creation, strategic planning, task management, and collaborative problem-solving. Structured mentorship programs are essential to cultivate emerging teacher-leaders, while capacity-building initiatives should empower community stakeholders to actively participate in school governance and contribute to locally-inspired, nationally-aligned teaching practices. Finally, adaptive leadership strategies and best-practice SBM models grounded in the study's results should be developed to guide future educational leadership initiatives.

Acknowledgements

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